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In teachers' training schools, 70-75 percent of the time should be given to cultural studies, and 15-20 percent to professional studies.

Generally speaking, liberal and technical courses should occupy 90 percent of the time in vocational schools, the remaining 10 percent being given to political subjects. In farmers' classes the proportion should be 70 percent cultural, and 30 percent political.

#### 4. Schedule of Terms

Establish a definite system of graduation, holidays, examinations, etc. Make sure that only after completing the curriculum laid down in the educational system can one be graduated. Winter vacation shall be 35-60 days. Summer vacation for urban elementary and secondary schools shall be 20 days. Rural schools do not give summer vacation. As needed, they give 10 days for spring planting, 20 days for summer hoeing, and 10 days for autumn harvesting. School periods are fixed at 30 hours per week for classes, an average of 5 hours a day. Extracurricular activities shall not exceed 5 hours per week.

#### 5. Pedagogical Methods

As to teaching, you should stress both classroom pedagogy and extracurricular guidance. Instruction in the classroom should be fitted in with spontaneous learning outside. The teacher should teach, and the pupil learn, good lessons both in the classroom and outside. At present, teaching in the schools is repetitious and a new form of the old "eight-legged essay." This is because the teachers do not see the objective clearly, but merely pass on what they have learned in the original package. They should vigorously correct this fault by seeing clearly the aim, and suiting the teaching to the pupil. You should begin with his level of culture and thinking, and adapt yourself to his mental processes. Make everything clear, and stimulate his consciousness and activity so that he will learn with live attention. Only thus, will you get results.

In some schools, especially rural, there exist but the bare rudiments of democracy. This is harmful and should be corrected. How? In the spirit of democratic centralization, establish a strong bond between a loving teacher and respectful pupils. The teacher should love and lead forward his pupils, receiving their ideas with humility, improving his teachings, never using physical or quasi-physical punishment. He must never strike, scold, or suppress his pupils. They should respect the teacher, receive his teachings, and express his ideas by a recognized procedure and organization. A tendency to fight against the teacher must be corrected.

#### 6. Teaching Staff

Middle-school teachers must be trained at Northeast University; elementary-school teachers shall be trained in normal schools planned by each province, or in brief courses. The main way to solve the present teacher and staff shortage is to use the original teachers and officers who are willing to serve the people in educational matters. But they must be helped to go forward, and to rid themselves of old ideas and viewpoints. Salaries of educational workers should be raised.

If conditions are suitable, a middle school principal should be given standing in the hsien government and should take part in hsien administrative conferences. The principal of a full-fledged elementary school should be given district standing and take part in district government conferences. This is in order that the educational staff may maintain touch with various practical activities.

- 2 -

**CONFIDENTIAL**

**CONFIDENTIAL**

50X1-HUM

**7. Finance**

All schools of middle grade and above, town elementary schools, and full-fledged elementary schools, except private schools, shall be state-operated. Rural schools basically shall be community-operated with state help. In respect to schools operated by communities which are able to meet only part of their expenses, the government shall make up the deficit. The state shall be entirely responsible for schools that have no way of getting along, solving the problem through local taxes. School buildings and equipment shall be operated on an economical basis, doing the minimum of repairs and additions in order to guard against extravagance.

**8. Community Education**

At present, this should be emphasized. In large and medium cities, and industrial and mining areas, popular institutes, culture clubs, and leisure-time schools may be set up; and night schools, newspaper-reading groups, literacy bands, etc., should be organized. Education should be directed chiefly toward laborers and poor people. In villages it should be pushed forward step by step, using elementary schools as bases. This winter, guided by local conditions, there should be close liaison with winter's activities such as the election movement as a beginning for extending community education, and helping to solve the immediate problem of the masses' thinking.

Besides these, intervals in work and in production can be used to learn to read, to heighten culture, with village and hamlet officials and organized youth of both sexes as the main objects of effort, and with the subject matter centering on ideas of building the Party, building the government, increasing production, and helping the front line.

**9. Aim of Education in the New Areas**

In the newly recovered areas, the aim should be to maintain and improve the existing schools. Schools which have closed should be reopened as soon as possible to avoid a long interruption which will result in the dispersal of the staffs. Where administrators are lacking, a few schools should be opened first, as an example for others. As to improvement of these schools, of course it must be made according to the lines of the New Democracy. Former courses of study must be adapted or reformed, and all reactionary, feudal, and fascist materials eliminated.

For common political knowledge, national language, modern history, etc., teachers should use our materials for teaching. As for the original teachers' aims, which were group-life and education, on the one hand we must keep them going on quietly. On the other, we must help them to discard old ideas, old viewpoints and habits, and to make progress. We must raise their political consciousness and help their standards of living. As for former reactionary organizations, we must persistently disband them, and lead the youth who join our party groups along the lines of reformed education, but for those who refuse to change and with whom we can do nothing, they shall be dismissed. Except for reactionary and destructive elements, those teachers who, not understanding our policies, have fled, should be called back to their duties.

In the new areas, political education should be carried on in the schools by educational methods; and teachers' ideas can be changed by discussions, holiday classes and such methods. The triple investigation and triple judgment method is forbidden. We must believe that the educated classes in the liberated areas, both students and teachers, are in the main capable of reconstruction. We must with all our might reconstruct them, to make them serve faithfully the people in the work of liberation.

- 3 -

**CONFIDENTIAL**

**CONFIDENTIAL**

50X1-HUM

## 10. Leadership

The provinces should strengthen their leadership in secondary education, operating well the middle, normal, and special schools. The hsien should strengthen their leadership in popular education, stressing the maintaining of good full-fledged elementary schools. More attention should be given to all elementary schools. As for schools of middle level and above, these should be operated by the higher levels of leadership concerned. Ordinary middle schools and normal schools should be carried on by educational departments. At present, each educational department (of a provincial government) should select one middle school for special attention, operate it as a fairly complete model school, and from this as a base gradually extend to others.

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